

THE FACULTY UNION BULLETIN

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THE BULLETIN

The first issue of The Bulletin comes to you from the faculty union in an attempt to open a much-needed line of communication within the faculty. We intend, of course, to present our own viewpoints, but would like this to be a forum for anyone on the faculty and library staff who feels that he has something to say to his colleagues that is being smothered for lack of outlet. Send contributions to Roger Pierce, Theatre Department. We hope to be publishing about once a month. Anyone interested in helping staff The Bulletin is also welcome.

UNIVERSITY AFFAIRS

President Hitch Anxious Over Role of Committee on Privilege and Tenure

In a statement to the Regents' Committee on Educational Policy on July 16, 1970, President Hitch declared that "the experience of the Chancellors has often been that the Committee regards its main duty to be that of defender of all of the rights of the faculty members without a corresponding degree of concern for the welfare of the University." Accordingly he has appointed a committee of four Chancellors and four members of the Academic Council to study "procedures for deciding when disciplinary action is necessary, what action is appropriate, and how to undertake and carry out the action."

It would appear that defending faculty members in the face of administrative pressure has been felt as an undermining of the administration's control over its faculty and that to counter the impact of the Committee on Privilege and Tenure an alternate prosecuting committee must be established. This should be a matter of concern to all faculty at UCR.

The Repression is Already Upon Us

The following is a summary of actions during the period April to October 1970 which reflect the intrusion of politics into the university. These actions are not only cause for alarm but make clear the need for all faculty to join together in a union of common interests.

Reagan demands information on four U. C. professors, accusing them of "inflammatory oratory." Acting at his request, the regents instructed Hitch to report on "the behaviors" of Allen, Davis, Flacks, and Tiger "as they relate to recent campus and off-campus disturbances."

Faculty salary increase of 5% denied. Academic Senate budget slashed 50%. Whereas once the University of California placed among the top ten schools in the AAUP's annual salary ratings, in 1969-70 UC dropped to 43rd place. After the salary denial we may not make the annual rankings.

Dossiers covering the political activities of professors were proposed at a secret Sacramento meeting of Governor Reagan with about 30 conservative faculty members, according to the *Los Angeles Times* (June 16, 1970). Regents fire Angela Davis.

William French Smith named new chairman of regents. Smith is the attorney for the Irvine Corporation as well as for land holdings of Governor Reagan in Riverside and San Diego counties. In July and October regent Norton Simon accused unidentified regents of having their "hands in the cookie jar" in dealings between the University and the Irvine Company.

Hitch proposes tighter administration at UC. Urges stricter control of curricula and establishment of guidelines for professors.

Regents block promotion of David Kaplan, philosophy professor at UCLA and Reginald Zelnik, history professor at Berkeley while voting substantial pay raises to Edward Teller, "father of the H-bomb" and to Hardin Jones, outspoken campus conservative.

Professor Morris W. Hirsch loses one week's salary for discontinuing his lectures during last spring's Cambodian crisis.

Reagan attacks teacher tenure laws during campaign appearance on October 6.

The Death and/or Possible Dismemberment Of Academic Senate By-Law 112D

University Senate by-law 112D gives any member of the Senate and any officer of Instruction the privilege of *complaining* to the Committee on Privilege and Tenure if he feels that his privileges or tenure have been violated. If the Committee deems that a reasonable showing of such a violation has been made, the Committee may then decide to conduct a formal hearing.

On January 8, 1970, the Riverside Academic Senate considered a resolution which would require the local Committee on Privilege and Tenure to conduct formal hearings at the request of any member of the Academic Senate or of any Officer of Instruction. The resolution was rejected.

On August 12, 1970, President Hitch issued his own view on this question. First, it appears that the Board of Regents is considerably more liberal on

the subject of faculty rights of appeal than is the University Senate or the Riverside Division of the Senate, for the Regent's Standing Order 103.2 reads:

Any member of the Academic Senate shall have the privilege of a hearing by the appropriate committee of the Academic Senate on any matter relating to personal, departmental, or University welfare.

Apparently, it has been illegal all along to deny hearings to members of the Academic Senate. The Regents were not quite so careful concerning the rights and privileges of Officers of Instruction who were not members of the Senate, and President Hitch has now issued an "interim" amendment to Section 191 of the Administrative Manual granting the privilege of appeal to all academic appointees other than members of the Academic Senate. President Hitch concludes his announcement with the words:

"Pending final resolution of the matter possibly in some other way, the privilege of appeal for *all* academic appointees is established by issuance of the interim amendment to Section 191 of the Administrative Manual.

The granting of the privilege of appeal to all employees of the University is desirable. It protects the Administration and the Academic Senate from assertions, often widely publicized, of unfairness and it gives the employee some measure of protection from actual unfairness. Whether acting as employers or as employees, all members of the University community would be better served if they had the privilege of formal grievance and appeal procedures which were binding on all parties and which provided for some suitable form of outside arbitration.

A fair procedure, agreed upon by all parties, and applicable to all students and University employees might eliminate costly law suits and reduce both left-wing and right-wing political interference in the affairs of the University. Think about it, whether you are a Regent, a Chancellor, an Acting Assistant Professor, or a Freshman. You might be the next *cause celebre*.

Alan Beals

Position Paper on Chancellor Hinderaker's Memorandum of September 22, 1970

In his "directive" of September 22, 1970, Chancellor Hinderaker defines the "primary function" of the faculty as "to offer regularly scheduled classes at the time and place announced for them." If you tossed that memorandum in the wastebasket as yet another irritating but insignificant invasion of your proper teaching role, we ask you to ponder for a moment its definition of your work in the university.

We are perhaps no longer one of the great universities, but hopefully we have not yet reached the point of permitting that definition to apply to us. Our work with students comes, at least some of the time, from a deeper and better impulse than to put in our time and to put our students through a routine. Sometimes the impulse is strong enough, for students and faculty together, to break the bounds of class scheduling and to find a form or rhythm for itself which does not fit the established pattern.

The primary agents in education are students and faculty. Only they, in any given learning situation, can even guess whether significant change is taking place. The sin of meddling — of injecting oneself into a situation where one can only interfere — is especially pernicious in education. Take a look at the New York City public school system, where students and teachers are crushed at the bottom of a monstrous administrative superstructure, to see where such "directives" are leading us.

Have you ever cancelled classes in order to counsel students individually? You are now required to ask permission of your department chairman, and he must report you to the dean. Does a field trip seem at a particular moment more useful than a class meeting? Get permission first. Does Tuesday evening at your home suit you and your seminar better than Thursday in Sproul? You may be the only ones involved, but you may not, without risk of disciplinary action, decide for yourselves. No doubt there will be forms to fill out for all this before long, and secretaries who will decide which cases are significant enough to pass on to the boss.

If you are interested in pedagogical innovation, which the rigidities of catalogues and schedules already have made difficult, you are in for new obstacles. Timidity pays, more and more. You'll never get into trouble for plodding along in the good old way, but if your experiments send out the slightest ripples of disturbance across the smooth flow of students and faculty from room to room and hour to hour, you will be watched. Your chairman is watching, because he is being watched. Your students are watching, and are encouraged to report you to your superiors.

If you think no one will take the memorandum very seriously, you are already wrong. If you think it won't be used selectively to pressure faculty members with unorthodox political or pedagogical views, you are already wrong.

Please note the tone of the Chancellor's memorandum. It deals with, indeed pretends to define, the essentials of our dealings with students. Where in it is a sensible faculty feeling about that relationship and its bearing on the social convenience of scheduling? What part have we and our students, the only people essentially involved, had in its formulation, other than to be "directed?"

The matter deserves more than a shrug of your shoulders. A host of practical circumstances will

follow this directive. The worst that can be said about them is that they will take us a step closer to the dismal state pictured in the first sentence of the memorandum: "It is campus policy that the primary function of the teaching faculty is to offer regularly scheduled classes at the time and place announced for them."

The latest word is that the memorandum of September 22 is only an interim measure and that the final draft is still being worked out. If such a document is thought necessary, our feeling is that it should simply be a reiteration of those amply sufficient rulings which have already existed. The new features are insulting, repressive and time-consuming and are intended to deal with conditions which do not exist on this campus.

Political Pressures

Agnew's attacks are beginning to have a disabling effect on the academy itself. The most recurrent counsel the universities are being given is to avoid being "politicized," lest it cost them their freedom or their financing. . . Teachers are being urged to remember the damage Joe McCarthy did. Well, many of them do remember, and their recollection is that Joe McCarthy bulldozed educators, not because they were too "political," but because they were too silent . . . If the universities go along with the idea that being "responsible" means keeping mum, then the McCarthyism that they invoke to explain their behavior will become more than a fear. (excerpted from *The New Republic*, Oct. 10, 1970, p. 8)

TEACHING

We would like the section on teaching to be an important part of the *Bulletin*, and invite contributions in the way of classroom experiences, book reviews, plans, ideas and disappointments. We feel that the general neglect of the subject of teaching is a major fault of our profession and that the tendency for research and teaching to fall out of creative relation to each other is generally disastrous.

Faculty Seminar on Teaching

A number of faculty members have been contemplating the value of a seminar in which teaching ideas and techniques can be compared. The accent would be on immediate practical problems faced in day to day work, on sharing and criticising. Possible approaches: how do you break the totalitarian style without giving up your attachment to intellectual rigor?; how do you make stimulating assignments?; how do you deal creatively with a very large class? Seminar members might want to exchange visits to one another's classes with a constructive eye to pedagogy. If you are interested, get in touch with Roger Pierce, Theatre department.

Bibliography on Teaching

What follows is purely personal: a list of books about teaching which I have read and profited from. Most of them deal primarily with elementary schools — the place where, I think, the most creative teaching and pedagogical experimentation are taking place; but the implications for university teaching are direct and useful. All of them are concerned with the relationship between freedom and learning.

1. George Dennison, *The Lives of Children* (Random House, 1969) "A practical description of freedom in its relation to growth and learning. The story of the First Street School." For me, as for John Holt, this is "by far the most perceptive, moving, and important book on education that I have ever read, or indeed ever expect to."

2. Leo Tolstoy, "The School at Yasnaya Polyana," in *Tolstoy on Education* (University of Chicago Press, 1967) A beautiful and suggestive account of Tolstoy's school for the peasants on his estate. The discussion of elitist cultural values, and their relevance to members of a non-elite class, is particularly relevant to present attempts to expand the social range of the University.

3. John Holt, *How Children Fail* (Dell, 1970) and *How Children Learn* (Pitman, 1969.) Holt mentions Maria Montessori only a couple of times, but his basic notion of the relation between a teacher and a student is similar to hers: the teacher's first commandment is "hands off," his job that of a facilitator of the child's own creativity. *How Children Fail* is concerned with the load of guilt and shame carried about by students and tapped, subtly or openly, by teachers who control them. Of particular relevance to University teachers is his consideration of the strategies used by children in order to outguess and outmaneuver the manipulative teacher and, in the end, to avoid learning.

4. Maria Montessori, *The Montessori Method* (Schocken, 1965) An old book (1912), part of the spawning of a worldwide system of schools. Montessori insists on the scientific objectivity of the teacher: before she can effectively inject herself into the learning situation, she must see the child and his needs. In the Montessori classroom the teacher retires to the background — the learning encounter is primarily between the student and the materials.

5. *Big Rock Candy Mountain* (\$4 from Portola Institute, Inc., 1115 Merrill Street, Menlo Park, California 94025.) This is a marvellous catalogue modelled on *The Whole Earth Catalogue* but specializing in educational materials, broadly conceived: a "learning to learn catalog" as they put

it. Bibliography, suggestions for techniques and materials.

6. George Leonard, *Education and Ecstasy* (Dell) "To learn is to change. Education is a process that changes the learner. . . Learning eventually involves interaction between learner and environment, and its effectiveness relates to the frequency, variety and intensity of the interaction. . . Education, at best, is ecstatic." Leonard takes learning as the most human and most pleasurable of human activities and projects a fantastic possible future in which this continual process of self-transformation becomes not only the basis of education, but of our educational institutions.

7. Herbert Kohl, *The Open Classroom* (New York Review/Vintage, 1969) "Our schools are crazy. They do not serve the interests of adults, and they do not serve the interests of young people. They teach 'objective' knowledge and its corollary, obedience to authority. They teach avoidance of conflict and obeisance to tradition in the guise of history. They teach equality and democracy while castrating students and controlling teachers. Most of all they teach people to be silent about what they think and feel, and worst of all, they teach people to pretend that they are saying what they think and feel. To try to break away from stupid schooling is no easy matter for teacher or student. It is a lonely and long fight to escape from believing that one needs to do what people say one should do and that one ought to be the person one is expected to be. Yet to make such an escape is a step toward beginning again and becoming the teachers we never knew we could be."

8. Jerry Farber, *The Student as Nigger* (Contact, 1969) This is a book on how to be a student rather than a teacher, but it has, by reflection, some hard things to say about some of our old academic habits. "A student at Cal State is expected to know his place. He calls a faculty member 'Sir' or 'Doctor' or 'Professor'—and he smiles and shuffles some as he stands outside the professor's office waiting for permission to enter. The faculty tell him what courses to take . . . they tell him what to read, what to write, and, frequently, where to set the margins on his typewriter. They tell him what's true and what isn't. Some teachers insist that they encourage dissent but they're almost always jiving and every student knows it. Tell the man what he wants to hear or he'll fail your ass out of the course." If you find that offensive, you'd better read the book. Your students are.

Roger Pierce

UNION MEMBERSHIP

The members of the faculty union cordially invite you to join them. We feel that the faculty is, by its failure to make itself heard and felt within the

structure of the university, shirking its responsibility and contributing to the drift toward repression and mediocrity, and that only an independent faculty organization can effectively assert faculty power. If you would like to talk over the union, or watch it in operation, call Ron Chilcote in the Political Science department; if you would like to enroll, fill out the blank and send it to Ron with a month's dues.

Please enroll me as a member of the United Professors of California:

Name..... Social Security #.....

Address..... Department.....

Rank..... Full time..... Part Time.....

Dues: Instructor: \$5/month

Asst. Prof.: \$6

Assoc. Prof.: \$9

Professor: \$12

Please bill me

Quarterly..... Semi-annually..... Annually.....

Librarians Eligible to Join the Faculty Union

Membership in the UCR faculty union is open to librarians and we urge those interested to join our ranks. Like the faculty, librarians were recently denied a 5% pay increase. We are sympathetic to the problems and demands of librarians as expressed recently by Lynn S. Smith, Editor of *Hue and Cry*, Newsletter of Librarians at UCR in the July 1970 issue:

"We librarians are not awarded any of the benefits of being faculty, such as: membership in the Academic Senate and a voice in academic policy-making matters of the University, which affect us as well as the teaching staff; tenure or security of employment such as the Senate members have; as high a salary scale; choice of 9 or 11 month appointments; sabbaticals, etc. However, we do get all of the penalties of being "faculty" members. For about 60% of the University's academic staff, it is a case of "taxation" without representation. We are in no real group, except our own. We should not let ourselves be stepped on. Our cry for recognition should not falter now or we will always come up with the short end of the deal!"

Meeting with Chancellor Hinderaker

On October 20 the Faculty Union negotiating committee met with Chancellor Hinderaker to discuss a number of issues including the proposed guidelines for faculty work, the authority of deans in the new colleges and of department chairmen under the new regulations, and the chancellor's memorandum of September 22 regarding the meeting and conduct of classes.